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ABSTRACT

"The Yummy Pizza Company" is an interdisciplinary thematic unit that introduces the world of work to elementary school age students. The 10 lesson outlines can be adapted up or down to be used in grades 1-5 because an attempt has been made to keep required reading and writing assignments to a minimum. Optional assignments may be added for more proficient readers. The suggested time frame is for the 10 lessons of 1 to 2 hours each to be completed in 2 weeks. For those using a thematic approach, the lessons can be expanded to cover a whole day through tie-ins to other curriculum areas. (RJC)

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The Yummy Pizza COMPANY

A Labor Studies Curriculum for Elementary Schools

ED 421 410

SO028973

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The Yummy Pizza COMPANY

A Labor Studies Curriculum for Elementary Schools

"The Yummy Pizza Company" is an interdisciplinary thematic unit that introduces the world of work to elementary school age students. The ten lesson outlines can be adapted up or down to be used in grades 1-5 because an attempt has been made to keep required reading and writing assignments to a minimum. Optional assignments can of course be added for more proficient readers. The suggested time frame is for the ten lessons of 1-2 hours each to be completed in two weeks. For those using a thematic approach, the lessons can be expanded to cover a whole day through tie-ins to other curricular areas.

Some suggestions for extensions have been included. Each lesson or day can be introduced with a story (some suggestions included). For classes in which students have not had much experience in role-playing, teachers may want to introduce the concept before starting the unit, through some simple dramatizations or problem-solving situations. Likewise, you may want to try out the recipes at home before using them in class!

Please note that in Lesson 9, students will hear about an actual organizing drive from a union speaker, if possible. Please contact a speakers' bureau or union local well in advance if you wish to book a speaker.

We would like to credit the International Brotherhood of Teamsters Teacher Scholarship Program (July, 1988) for the original pizza company idea, as well as some other lesson components. Please feel free to modify or change any lesson or component, and to pick and choose lessons, to fit the special needs of your classroom. A Spanish version of student materials is available upon request. The Labor in the Schools Committee welcomes your suggestions for our next revision. Contact the committee at: California Federation of Teachers, One Kaiser Plaza, Suite 1440, Oakland, CA 94612, (510) 832-8812. For a realistic picture of one teacher's experience with this curriculum, see appendix.

Thank you.

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LESSON 1 :
WHAT IS WORK? WHY DO WE WORK?

Objectives
1. Students will learn the difference between work and play.
2. Students will examine the reasons why people work.
3. Students will see themselves as future workers.

Materials
1. Help wanted sections from newspapers, or teacher created facsimiles
2. Worksheets (see attachments)

Procedure
1. Introduce the word "work." Name some tasks and ask the students to classify them as work or play (can use Venn diagram). Examples: jumping rope, walking the dog, washing dishes. Ask students to come up with other examples.
2. Lead students in a discussion of why people work (money, helping the family, self-satisfaction or pride).
3. What kinds of jobs would the students like? (considerations: salary, interests, safety).
4. How do you get a job? (ads, application forms, skills required).

Practice/Homework
Explain worksheets appropriate to your students' interests and ability levels. A variety has been included so that you can tailor the lesson to fit your class needs. (Younger students can complete them with teacher or parent guidance.)
1. Job inventory
2. Based on job inventory, look at ads and find a job you might like. (Younger students can choose from two or three teacher prepared ads with pictures [see attachment.])
3. Practice job application
4. What would you buy?
5. If desired, send home the parent letter.

Extensions
Language Arts
1. Journal writing: Keep a journal on the "Yummy Pizza Company" experience.
2. Communication: Interview parents or school staff about their jobs.
3. Creative writing: Imagine what you will be and what you would do with your money.
4. Spelling/vocabulary: Words from the lesson.

Math/Logic
1. Venn diagrams
2. Money/shopping

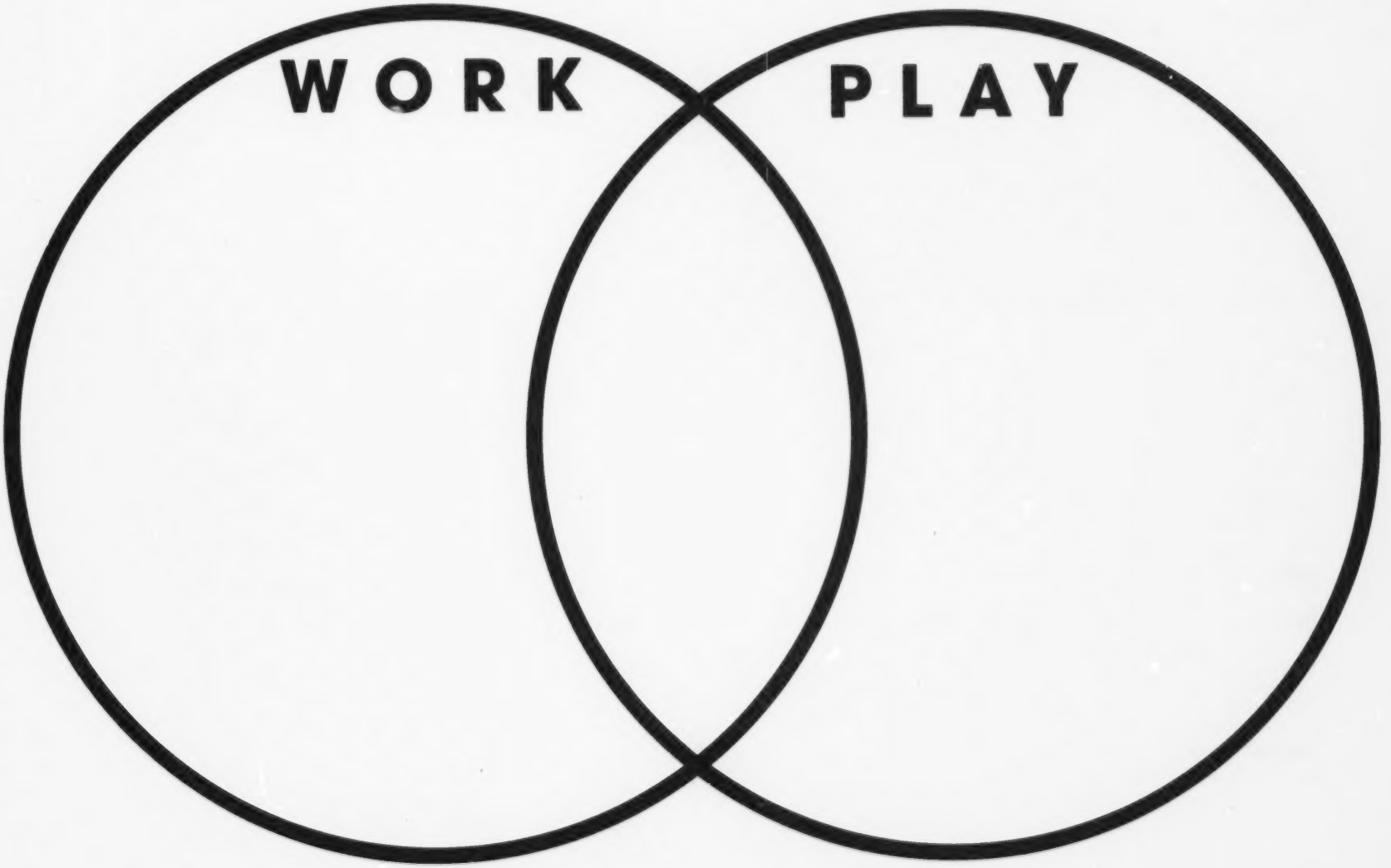
Social Studies
Careers and community

Literature *see bibliography on page 27 for full citation
A Day's Work by Eve Bunting
A Migrant Family by Larry Dane Brimner
Voices From the Fields by Beth Atkin
Working Cotton by Shirley Anne Williams

1A

DATE_____ NAME_____

VENN DIAGRAM



DATE _____ NAME _____

THINK ABOUT IT !

Mark your answer in the correct box.

1. Where would you like to work ?

❑ Indoors ❑ Outdoors ❑ Both

2. How many co-workers would you like to have ?

❑ None ❑ A few ❑ Many

3. When is the best time of day for you to get work done?

❑ Day time ❑ Night time ❑ Both

4. What is your best school subject ?

❑ Reading ❑ Writing ❑ Math

❑ Physical Education ❑ Science

❑ Art ❑ Music

5. What do you like most to do?

❑ Walk ❑ Sit ❑ Stand

❑ Travel from place to place ❑ Talk

Consider the choices you have made. Write a paragraph describing one job you would enjoy doing that includes most of your choices you made.

_____

_____

_____

_____

_____

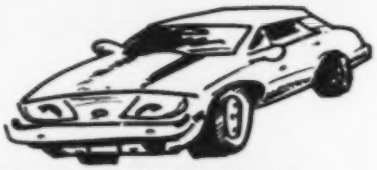
_____

_____

_____

DATE _____ NAME _____

A JOB I LIKE



Help Wanted: DOG WALKER
Must like dogs and know how to control the dogs.
Pay=$1.00 per dog.
Call 626-3600

Help Wanted: CAR WASHER
Clean the car, inside and outside.
Pay=$3.00 per car.
Call 832-1852

Help Wanted: PLANT CARETAKER
Must be careful and not forget to water.
Pay=$.50 a day.
Call 555-8000

Help Wanted: HELPER
Help old people around the house. Must be friendly.
Pay=$2.00 for two hours.
Call 658-9834

- Circle the job you like.
- Copy the name of the job._____
- Draw a picture of the job.

DATE_____ NAME_____

HELP WANTED

Look at the "think about it" worksheet. Find an ad for a job you would like to do.

Cut and glue the ad here:

What skills are needed for this job?

___ be on time
___ know how to read
___ use math
___ write
___ speak clearly
___ follow directions
___ other _____

___ work with others
___ use a computer
___ spell correctly
___ listen
___ solve problems
___ drive a car

Could you do this job now? _____

If not, what do you need to learn first? _____

_____

Write an ad for a job that you would like to do and can do now:

JOB APPLICATION

Name _____ Date _____

Address _____

Phone _____ Birthday _____

Job I am applying for : _____

I would be good for this job because _____

_____

_____

_____

Job experience:

_____

_____

_____

_____

References:

_____

_____

_____

_____

Please leave this application in the box when you are finished.

DATE_____ NAME_____

WHAT WOULD **YOU** BUY ?

YOU JUST GOT YOUR PAY.
TELL WHAT **YOU** WOULD BUY.

DATE_____

Dear Parents,

Your child is beginning a unit in labor studies called "The Yummy Pizza Company." In this unit, we will learn about the world of work, from completing job applications to making an actual product on an assembly line. The children will also learn to solve problems in the workplace.

As part of a homework assignment, your child may be asked to interview you to find out about your job experiences. We would also appreciate any help/expertise you could offer, particularly if you would be willing to speak to the class about your work, or if you know of any good speakers.

Please ask your child to share his/her classroom experiences and assignments with you. I hope that you and your child will enjoy this unit.

Your child's teacher,

_____

LESSON 2 :
A REAL JOB

Objectives
1. Students will learn job-related vocabulary appropriate to their grade level, through discussion and role play.
2. Students will role play a pizza assembly line.
3. Students will practice filling out a job application and signing a contract.

Materials
1. Job applications
2. Contracts
3. Work badges (3 X 5 cards with safety pins)
4. Construction paper pizza ingredients (optional for older students)

Procedure
1. Teacher will introduce the "Yummy Pizza Company" and explain that she, the owner, is looking for new employees, including a management team. (Use and explain new vocabulary.)
2. Introduce the assembly line concept and discuss the steps in pizza making. (See next page.)
3. Demonstrate the various jobs and have students come up to demonstrate/practice with paper models. For those who desire an alternative procedure, instructions have also been included for making play-dough pizzas. (See next page.)
4. Ask students to discuss which jobs they might like.
5. Explain the job application procedure and teach students how to fill out applications.
6. Go over work rules and explain that those hired will be asked to sign a contract.

Practice
Students will fill out their job applications. During a suitable break, the teacher will go over the applications and assign jobs. Students will read and sign contracts. Boss tells workers to show up on time for work tomorrow, with clean hands.

Extensions
Language Arts
Reading and writing recipes, following directions.

Literature*see bibliography on page 27 for full citation
Curious George and the Pizza by Margaret Rey
Little Nino's Pizzeria by Karen Barbour
Pizza Party by Grace Maccarone

Directions for Making Pizzas

1. To make dough: Stir together with fork 2 cups Bisquick and 1/2 cup hot water. Knead about 1 minute on lightly floured board. (Makes about 12-16 cookie size pizzas. Expand proportions for the size of your class.)

Dough Maker will roll balls (cover hands with flour) which, when flattened, will make a cookie size circle.

Crust Maker will flatten dough balls (can pinch a slight rim, if you don't want sauce to spill off) on paper plates, waxed paper, or foil, and pass them to the Sauce Spreader.

Sauce Spreader will pour one spoonful of sauce in the middle of the circle and spread evenly.

Cheese Grater has been grating mozzarella cheese on a paper plate.

Cheese Sprinkler sprinkles cheese on the pizza.

Pepperoni Dropper puts one piece of pepperoni in the center of each pizza.

Baker's Helper uses a spatula to transfer the completed pizzas to a greased or sprayed, foil-covered cookie sheet, and passes cookie sheets to Inspector.

Inspector examines pizzas and rejects bad ones.

Manager watches and keeps order if necessary, but does not work.

Baker (teacher or aide) bakes pizzas at 425 degrees 10-15 minutes (time will vary depending on the size of your pizzas and whether you use an oven or toaster oven).

Dishwasher cleans up the cooking utensils.

All workers help to clean up their work areas.

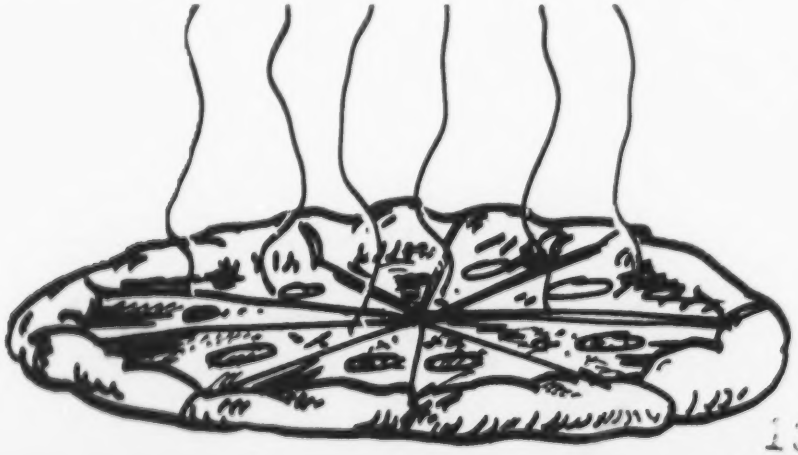
Directions for Play-Dough Pizzas

1. To make baker's clay: Mix together 4 cups flour, 1/2 cup salt, 1 cup cooking oil, 1 1/2-2 cups water. Divide dough into one large and three smaller portions and add food coloring to the smaller portions: red for sauce, yellow for cheese, yellow + red for pepperoni. Pizza dough will be "natural" color.

2. The jobs will become **Dough Maker** (rolls meatball size balls of natural clay), **Crust Maker** (flattens balls), **Sauce Maker**, (makes red clay patties slightly smaller than crust), **Sauce Spreader** (attaches sauce on top of crust), **Cheese Maker** (makes yellow clay cheese sprinkles), **Cheese Sprinkler** (sprinkles and attaches cheese to pizza), **Pepperoni Maker** (makes quarter size orange clay discs), and **Pepperoni Dropper** (attaches pepperoni to center of pizza).

3. **The Inspector** can set the pizzas in a warm, sunny location to dry.

4. You will have to modify Lesson 3: The Assembly Line. For pay distribution, some suggestions are taking home the clay toy pizza, trading it in to the teacher for a small piece of real store-bought pizza, or paying workers with play money.



The Yummy Pizza COMPANY

Job Application

Name _____
Address _____
Phone _____

What job do you want?

_____ dough maker
_____ sauce spreader
_____ cheese sprinkler
_____ baker's helper
_____ inspector
_____ crust maker
_____ cheese grater
_____ pepperoni dropper
_____ dishwasher
_____ manager

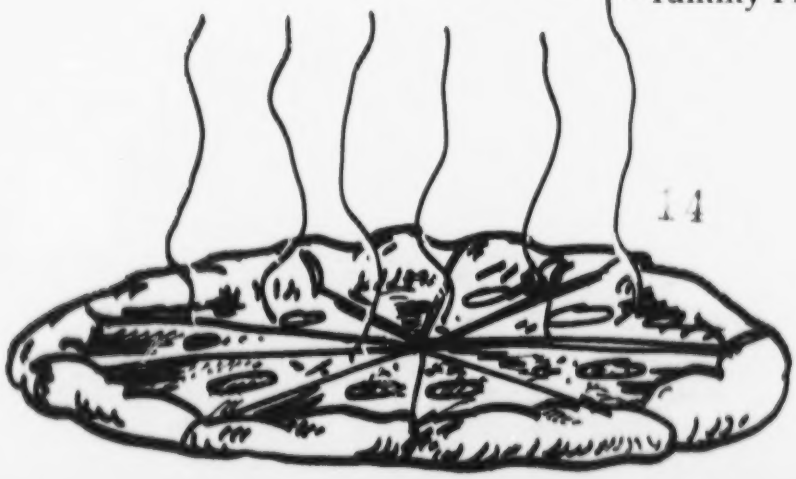
Have you done this work before? _____

If yes, explain. _____

If you are hired, will you follow company rules? _____

When you are finished, put this paper in the Application Box.

Thank you!
--Yummy Pizza Management



The Yummy Pizza COMPANY

CONTRACT FOR EMPLOYMENT

Section 1. Wages

Workers will be paid at the rate of 1 pizza per worker for every 12 pizzas produced on his/her line.

Section 2. Work Rules

A. Workers must show up on time when their shift is called.
B. Workers must have clean hands.
C. Workers must ask for permission to leave the line (for a bathroom break or other reason).
D. Workers must make sure their stations are clean when their shift is done.

I agree to follow all of the rules.

Signature _____ Date _____

MEMBERSHIP CARD
Pizza Makers Union Local 18
Name_____
Valid until_____
Signature_____

MEMBERSHIP CARD
Pizza Makers Union Local 18
Name_____
Valid until_____
Signature_____

The Yummy Pizza COMPANY

Dough Maker

The Yummy Pizza COMPANY

Crust Maker

The Yummy Pizza COMPANY

Dishwasher

The Yummy Pizza COMPANY

Sauce Spreader

The Yummy Pizza COMPANY

Cheese Grater

The Yummy Pizza COMPANY

Cheese Sprinkler

The Yummy Pizza COMPANY

Pepperoni Dropper

The Yummy Pizza COMPANY

Baker's Helper

The Yummy Pizza COMPANY

MANAGER

The Yummy Pizza COMPANY

INSPECTOR

LESSON 3 :
THE ASSEMBLY LINE

Objectives

1. Students will get actual experience working cooperatively on an assembly line.
2. Students will analyze their experience orally (younger students) or in writing (older students).
3. Students will develop a sense of accomplishment through receiving compensation for work.

Materials

1. Disposable food servers' gloves
2. Dough (Bisquick, water, flour for kneading and rolling dough)
3. Sauce (such as Ragu or Contadina. One jar is sufficient for two days' activities)
4. Cheese (one 16 oz. ball for two days' activities)
5. Pepperoni slices (one 8 oz. bag for two days' activities)
6. Non-stick spray or shortening
7. Utensils: mixing bowl, measuring cups, one grater for each line, potholders, wooden cutting board, spoon, spatulas, cookie sheets
8. Paper plates, paper towels, waxed paper, foil, paper cups or bowls for sauce.
9. Oven.
10. Detergent and sponge.

Procedure

1. Before the start of the lesson, the teacher makes the dough (unless you have a mature class and would like to go through this step with them) and sets up the assembly line work stations (two or three lines, depending on the size of your class).
2. Review job assignments, work rules, how to make pizzas, quitting signals, clean up procedures.
3. Students work on assembly lines for a specified time period or until a certain number of pizzas are completed.
4. Clean up.
5. Bake the pizzas. Teachers who don't wish to cook can make paper or clay pizzas and pay wages of another sort.
6. While pizzas are baking, ask students to discuss the experience. What did they like about their jobs? What did they dislike?
7. Distribution of pay: Students eat the pizzas.

Practice/Homework

Older students can write about the experience. Younger students can draw a picture and dictate a story.

Extensions

Math Counting, measurement, division, fractions.
Health Nutrition, food groups, cleanliness and good health habits.
Visual Arts Storyboards on pizza making.
Field Trip Take a walking trip to a local pizza parlor or factory assembly line to see the work process.

LESSON 4 :
PIZZAS FOR PROFIT

Objectives

1. Students will analyze assembly line experience in terms of efficiency and their feelings toward the work.
2. Students will learn the concept of "profit," and that in order to increase profits, sometimes changes in work situations occur, and that sometimes there is a conflict between the needs of making a profit and the needs of the workers.

Materials

1. Chart paper
2. New work rules (hand-outs for older students or a chart for younger ones)

Procedure

1. Summarize previous day's experience through cooperative group discussion (or teacher directed discussion for younger students). Students may share previous day's writing and/or drawings. Elect facilitators and recorders.
Suggested questions: How did they feel about their assigned jobs? How could the line be improved? Where did the two extra pizzas made on each line go? Did the teacher work? Why does the teacher get paid?
2. Report to whole group. For younger students, teacher can record on chart paper and help students to summarize. The teacher can share some of the advantages and disadvantages of assembly lines in real life if the students do not bring out the ideas.
3. Announce that Mrs. X next door wants to buy our pizzas to feed her class. The owner (the teacher) sees that this is an opportunity to make money (profit). In order to increase profits, some rules need to be changed. Show new rules. Read and discuss the reasons for the new rules.
4. Remind workers to be punctual in reporting for work tomorrow.
5. Meet separately at recess, or during silent reading or journal writing time, with managers and inspectors to go over their roles in enforcing the new rules.

Practice/Homework

Students can write a summary of the pros and cons of organizing work by assembly lines, and their suggestions for improving working conditions.

Extensions

Math

Compare old and new pay rates and profit margins.

Research Skills

Do further investigation into assembly lines and recent improvements.

The Yummy Pizza COMPANY

New Company Rules

1. No talking on the line.

2. No bathroom or other breaks.

3. Pay for regular line workers will be
1 pizza for every 24 pizzas produced.

4. Managers and inspectors will get a bonus
of 1 extra pizza for every 24 pizzas produced on their line.

LESSON 5 :
NEW WORK RULES

Objective
Students experience a profit-driven assembly line.

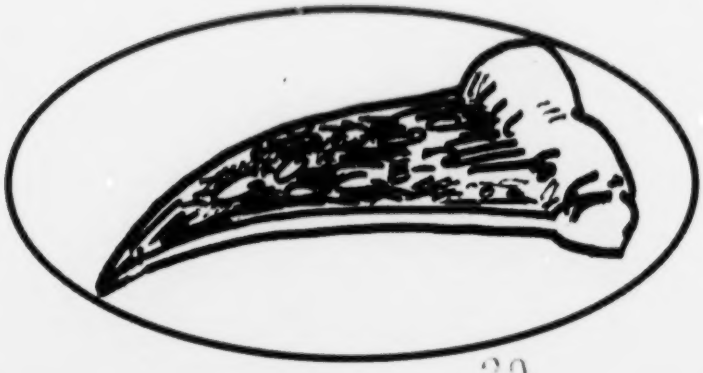
Materials
1. See Lesson 3.
2. Journals or drawing paper and crayons

Procedure
1. Set up assembly line stations as before.
2. Review new rules and purpose for new rules (teacher will be selling pizzas).
3. Students work on assembly lines while teacher and management team make life miserable. Specify time or number of pizzas completed.
4. Clean up.
5. No talking while pizzas bake. Instead, younger students will draw a picture of how they felt while working. Older students can write about their feelings in their journals.
6. Pay distribution: No talking while eating.

Practice
Students will draw pictures or describe their experience in their journals.

Extensions
Research Skills
Research historical connections: labor conditions on assembly lines, child labor.

Literature/Media
Fire! by Barbara Diamond Goldin
Lyddie by Katherine Paterson
Modern Times (available at video rental stores)



LESSON 6 :
RESISTANCE

Objectives
1. Through guided discussion, students will express their feelings and brainstorm ideas for dealing with the work situation.
2. Students will explore alternative (hopefully non-violent!) ways to resolve conflicts.
3. If teacher desires, students can express their ideas in writing (older) or copy a class essay (younger).

Materials
1. Rope
2. Chart paper and markers

Procedure
1. Begin by challenging the students to a game of tug-of-war. Students must pull against the teacher one by one. After several students have tried, ask students how they could win. Students then pull together against the teacher.
2. Ask students how they felt about the previous day's work. Students can read aloud from their journals, if they wish, or show their pictures.
3. Brainstorm in large or small groups about what they could do about the situation. Elect facilitators and recorders. For younger students, teacher can lead discussion with clustering on the chalkboard.
4. Report to the whole group.

Practice Homework
Students can write up or copy their ideas.

Extensions
Creative Writing/Visual Arts
Write and illustrate a story in the style of Leo Lionni.

Literature
Swimmy by Leo Lionni

LESSON 7 :
LET'S NEGOTIATE

Objectives
1. Students will learn labor vocabulary appropriate to their grade level.
2. Students will learn collective bargaining techniques to use to resolve conflicts.
3. Students will prepare for their own bargaining session.

Materials
1. Reading material for older students from *What is a Union?* by Althea
2. Union sign-up sheet
3. Union membership cards or materials for students to make the cards

Procedure
1. Through discussion or reading, introduce ideas of unions, bargaining/negotiating, striking. Ask students what prioritizing means. Talk about give and take and compromising. Ask if every demand has to be met every time.
2. Ask students if they would like to use these techniques to resolve their problems at the Yummy Pizza Company.
3. Conduct a drive to sign up union members. (Union dues: 1 pizza for every 20 pizzas paid) Optional: Elect a union leader or shop steward.
4. Remind workers that tomorrow they will formulate demands and elect a negotiating team.

Practice/Homework
Think about demands and who would make good leaders. Older students may write up.

Extensions

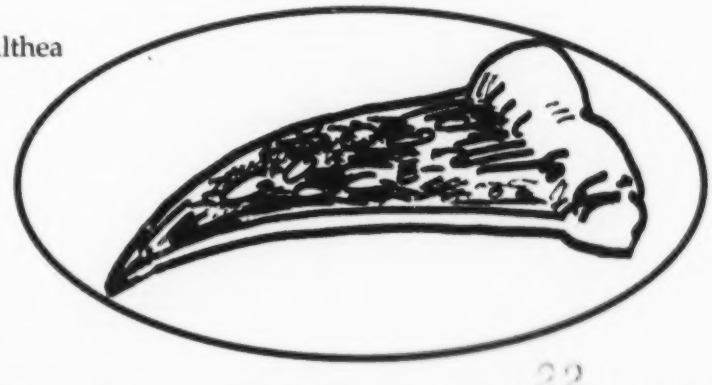
Language Arts Think of a name for the union. Tell why you think it would be a good name.

Math Calculate union dues as a percentage of wages.

Visual Arts
1. Design a union logo and membership cards.
2. Make union posters for the campaign.

Literature

What is a Union? by Althea



How Does a Union Work?

When someone has a problem, she or he often gets together with other people who have similar problems and try to work together for a solution. When workers get together to solve their common problems they form groups called unions. The union chooses a leader to act as spokesperson for the members. His or her job is to represent the workers when discussing with the employer or boss. When the management or employer sits down with the union leader to talk about problems, pay or working conditions of the employees, this is called collective bargaining. Through this process of collective bargaining, workers and employer can almost always work out their problems. Sometimes, though, workers and their bosses can not work out their differences. When this happens, the workers may go on strike. This means that the workers stop working to show the employer that they are not satisfied with some part of their employment and want a change. No one likes to have a strike but sometimes it is the only way that workers can make their voices be heard.

MEMBERSHIP CARD

Pizza Makers Union Local 18

Name_____

Valid until_____

Signature_____

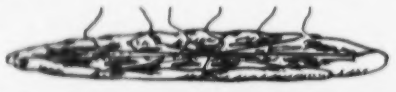
MEMBERSHIP CARD

Pizza Makers Union Local 18

Name_____

Valid until_____

Signature_____

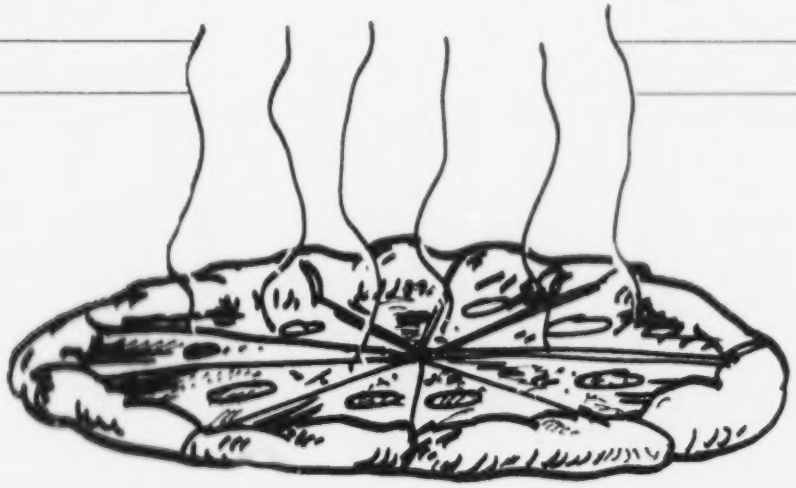


Join the Union!

Pizza Makers' Union Local 18

Sign up Sheet

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____



MEMBERSHIP CARD

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Name_____

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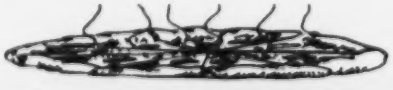


LESSON 8 :
THE BARGAINING TABLE

Objectives
1. Students will learn the collective bargaining process through actual experience.
2. Students will elect leaders through the democratic process.
3. Students will learn to express and defend their opinions in front of a group.

Materials
1. Chart paper
2. Paper for ballots
3. Refreshments for party

Procedure
1. Divide students into two groups (management and workers) to come up with a short list of demands. Teacher and aide (it is strongly recommended to have an aide, or a volunteer, to serve as one of the group coaches) will guide the groups in electing speakers and recorders, and formulating demands.
2. Groups come together, set up a table in the center of the room, and arrange to sit facing each other.
3. Teacher switches to a new role as facilitator (not company owner) and perhaps needs to wear a name tag if students are confused.
4. Each side is asked to present one demand at a time. Only elected representatives should speak. (It may be best to start with the easiest first.) Both sides discuss, and the teacher records the resolution on chart paper.
5. The other side gets to present a demand.
6. Continue in this way until agreement is reached. For older students, variations such as caucusing, substitute demands, etc. can be used.
7. Members vote to accept offer, negotiate further, or strike. Older students can make the scenario as complicated as they wish (and have time for).
8. Select representatives to count the ballots. If agreement has been accepted, have a party!
(If not, process will have to be repeated. Some students may also request to repeat the pizza-making under the new agreement.)

Practice
Prepare students for tomorrow's speaker by asking them to think about what they would like to tell the speaker and what questions they may have.

Extensions
Language Arts
Write a new contract following the format of the old contract.

LESSON 9 :
UNIONS IN THE REAL WORLD

Objectives
1. Students will learn about a real union and how it helped its members.
2. Students will learn some labor history and learn about a few prominent labor leaders.

Materials
1. Books, filmstrips or videotapes
2. Projector or television and VCR

Procedure
1. Introduce speaker or show movie.
2. Allow for a question and answer period. Students can share their own experiences with the speaker.
3. Presentation on labor history/leaders. (Older students can do research and/or book reports and dramatic presentations, in groups or individually.) This portion can be abbreviated or omitted if students are too young.)

Practice/Homework
Research reports, book reports

Extensions
Language Arts Interview parents to find out if they belong to a labor union. Report to the class.
Performing Arts Act out the life of a labor leader.
Cooperative Learning Students can do a group project.
Visual Arts Portraits, collages
Current Events Look for and study newspaper and magazine articles about current labor situations.

Literature/Media
Cesar Chavez by Maria Cedeno
Cesar Chavez by Ruth Franchere
La Causa by Dana Catharine de Ruiz
Newsies (available at video rental stores)
for additional readings, see bibliography p.27

LESSON 10 :
SUM-UP

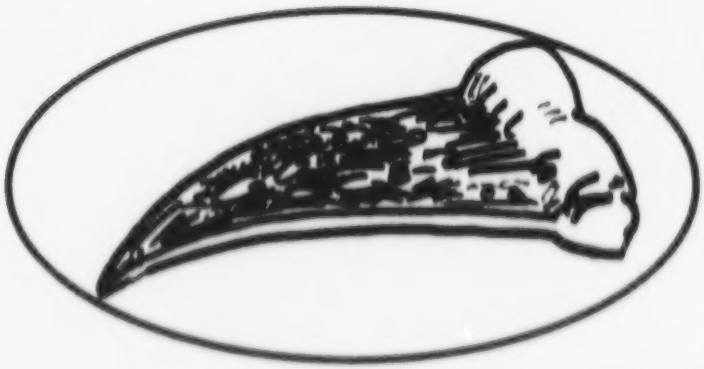
Objectives
1. Students will be able to sum-up important aspects of the labor curriculum.
2. Students will apply what they have learned to a new situation.

Materials
1. Worksheets: What would you do?
2. Certificates

Procedure
1. Guide students in a summary of the "Yummy Pizza Company" experience. Include student likes and dislikes, and what they felt was the most valuable lesson learned.
2. Present students with new work situations. Ask them to choose one and apply their new problem-solving skills to come up with a fair, workable solution. If you wish, this can be done as a group activity. Older students can write their ideas. The teacher can lead the discussion for younger students and record their responses.
3. Hand out certificates of completion to be taken home.

Practice
Students do worksheets.

Extensions
Language Arts
Students summarize experiences/lessons from this unit in their journals.



DATE _____ NAME _____

What Would You Do?

1. Mrs. Chin works in a sewing factory downtown. She has a baby that she loves very much. She cannot find anyone to take care of her baby when she is working. She asked her boss if she would make an empty storeroom at the factory into a child care center. The boss said, "No." There are many women who work with Mrs. Chin who also cannot find someone to take care of their children. What do you think Mrs. Chin and her friends should do?

2. "Kids for Hire" is owned by Mr. Ink. He hires children to work at washing cars, mowing lawns, and babysitting. Customers call Mr. Ink to find workers. Mr. Ink charges them $4.00 per car, $15.00 per lawn, and $3.00 per hour to babysit. He pays the kids $2.50 per car, $10.00 per lawn, and $2.00 per hour to babysit. Sharon works 2 hours to mow 1 lawn. Lisa works only 1 hour to mow a lawn, but they both get the same pay. The kids are upset about this and ask Sharon to talk to Mr. Ink. His answer is that if the kids are unhappy, they don't have to work for "Kids for Hire." But that is the only place in the community where kids can get jobs. What do you think the children should do?

Bibliography and Resources

Bibliography

Althea, *What is a Union?* (Interform, 2700 E. 55th Place, Suite 8, Indianapolis, Indiana 46220 Attn: Stocky Cornelius. ph: 317-253-3250) $1.05

Atkin, Beth, *Voices From The Fields* (Little, Brown 1993) $6.95 ISBN 0-316-05633-2 99pp hard

Barbour, Karen, *Little Nino's Pizzeria* (Harcourt Brace) 1990 $5.00 ISBN 0-15-246321-6 32pp paper

Brimner, Larry Dane, *A Migrant Family* (Lerner 1992) $18.95 ISBN 0-8225-2554-2 40pp hard

Bunting, Eve, *A Day's Work* (Clarion 1994) $14.95 0-395-67321-6 hard

Cedeno, Maria, *Cesar Chavez* (Millbrook Press 1993) $4.95 ISBN 1-56294-808-3 32pp paper

de Ruiz, Dana Catharine, *La Causa* (Steck-Vaughn 1992) $24.26 ISBN 0-8114-7231-0 92pp hard (also avail. paper)

Franchere, Ruth, *Cesar Chavez* (Harper Trophy, 1970) $14.89 ISBN 0-690-18384-4 40pp hard (also avail. paper)

Freedman, Russell, *Kids at Work* (Clarion 1994) $16.95 ISBN 0-395-58703-4 hard

Goldin, Barbara Dimond, *Fire!* (Viking 1992) $13.00 hard

Lionni, Leo, *Swimmy* (Alfred A. Knopf 1963) $5.99 ISBN 0-394-82620-5 32pp paper

Maccarone, Grace, *Pizza Party* (Scholastic 1994) $3.95 ISBN 0-590-7563-0 32pp paper

Merriam, Eve, *Mommies at Work* (Simon and Schuster 1996) $3.25 ISBN 0-689-00999-9 32pp paper

Paterson, Katherine, *Lyddie* (Puffin 1991) $3.99 ISBN 0-14-037389-6 192pp paper

Rey, Margaret, *Curious George and the Pizza* (Houghton Mifflin 1985) $3.95 ISBN 0-395-39033-8 32pp paper

Smucker, Anna Egan,*No Star Nights* (Alfred A. Knopf 1994) $4.99 ISBN 0-679-86724-4 48pp paper

Williams, Shirley Anne, *Working Cotton* (Harcourt Brace Jovanovich 1992) $15.00 ISBN 0-15-299624-9 32pp hard

Videotapes

Modern Times (not rated) (87 min) BW, 1936 written and directed by Charlie Chaplin. Key Video, Charlie Chaplin Centennial Collection

Newsies (not rated) (125 min) Color, 1992 directed by Kenny Ortega (book: Disney Press 1992 $3.50 ISBN 1-56282-115-6 136pp)

Appendix: One Teacher's Experience with "Yummy Pizza Company"

Pizza Co: Labor Studies 'simulation' in an inner city elementary school

Like many teachers involved in the labor movement, I have tried to bring labor and workplace issues into my classroom. The best I could manage was some isolated history lessons about this or that strike, or some organizer who showed exemplary courage or dedication.

But the bottom line was this: the parents of my kids are workers, I am a worker, and they will all grow up to be workers. How to bring them the message, at a young and very impressionable age, that they have power in the workplace, that unionism and its gains were their heritage, and that that power and that heritage will be theirs for the future?

What follows began as a simulation. But to be of any lasting value at all, a simulation must become something authentic, and in this case, it did. My class is made up of 30 Latino students, who range from Chicanos to recently-arrived Central Americans. They are in grades 3, 4, and 5.

We started our company in January, and gave it the name of PizzaCo. Our product was a small, silver-dollar sized pizza cookie, and we sold them for 25 cents each at lunchtime at our school. Our classroom became a pizza factory, and a kind of assembly line, with doughmakers, sauce spreaders, cheese graters, etc., actually doing the work of making the cookies. As head baker, I tended the oven. At this time, I was also the owner of the company and paid my workers 25 cents for each daily one-hour shift.

Our success caught us all by surprise, I think. The first day, we made 29 pizzas and sold them out in 5 minutes. The next time, 66 sold out almost as quickly, and by the third week, we were selling over 100. The kids were, as well, conscientious about things like washing their hands and cleaning up.

Some excellent peripheral lessons developed out of PizzaCo along the way. We began to do much of our math around our PizzaCo records and accounts — Gross Profits, Expenses, Net Profits, etc. I saved my profits until PizzaCo had almost $200.

At this point, I decided, as the Curriculum stipulates, to explore the down side of management — labor relations. Quite suddenly, I decided to cut everyone's wages to 15 cents a shift, citing rising costs. I also told the class that the profits were mine, as owner of the company. I thought I that I would spend the profits on my new house instead of on a class trip to a local theme park as we had earlier discussed.

This is where the lesson became reality. A storm of protest arose, and many of the students decided to follow the example of César Chávez (who we were studying) and go on strike. Twenty-one of the twenty-seven students present that day voted to strike, and strike they did. With my few faithful scabs, I tried to make pizza that next day. Strikers kept coming over to them, trying to convince them to walk out. Three did, and I was left with only three helpers. When we went downstairs to the yard to sell our pizza cookies, things got uglier. Picketers walked back and forth in front of our stand, strikers came up and sneezed on the cookies, and told the other kids not to buy them and a scuffle broke out over a sign.

After lunch, we discussed what had happened, and, two days later, I agreed to pay 25 cents an hour and to sell the company to the workers. They bought me out for 25 dollars, which represented a 400% gain on my initial $5 investment.

In such a short article, it is impossible to discuss the things that developed out of such a class simulation. Just say we were able to confront in an organic, not imposed way, some of the central economic and social issues of our society. I would encourage anyone who is interested in labor and workplace issues to use the 'Yummy Pizza' curriculum.

Sincerely,
Bill Morgan

Bill Morgan is a teacher with SFUSD and a member of the Labor in the Schools Committee. He is collecting labor studies materials for an Elementary Teacher Resource Guide.

LABOR STUDIES UNIT

Certificate of Completion

The Yummy Pizza COMPANY

PRESENTED TO

_____

PRESENTED BY _____ DATE _____

LABOR STUDIES UNIT

Yummy Pizza Evaluation

Please return to CFT Labor in the Schools Committee
One Kaiser Plaza, Suite 1440
Oakland, CA 94612

1. What grade level do you teach? _____ How many students do you have? _____
2. Which medium (real, clay, paper) did you choose for the pizzas? _____
3. Were the lesson plans easy to understand? _____
4. Were student handouts used? _____ If so, which ones? _____

_____

_____

Comments:

_____

_____

_____

5. Which part of this unit was the most successful? (Please be specific.)

_____

_____

6. Which part was the least successful? (Please be specific.)

_____

_____

7. What problems did you encounter? (Please be specific.)

_____

_____

8. What changes would you recommend to enhance this unit? (Please be specific.)

_____

_____

Name _____ School and District _____

Address _____ City, State, Zip_____ Phone_____

For a free resource guide on teaching about labor issues, contact:

Labor in the Schools Committee
California Federation of Teachers
1 Kaiser Plaza #1440
Oakland, CA 94612
510/832-8812